

University of Montana ScholarWorks at University of Montana

Syllabi

Course Syllabi

Spring 2-1-2018

LING 573.01: Language and Culture

Leora Bar-el

University of Montana - Missoula, leora.bar-el@umontana.edu

Let us know how access to this document benefits you.

Follow this and additional works at: <https://scholarworks.umt.edu/syllabi>

Recommended Citation

Bar-el, Leora, "LING 573.01: Language and Culture" (2018). *Syllabi*. 8864.
<https://scholarworks.umt.edu/syllabi/8864>

This Syllabus is brought to you for free and open access by the Course Syllabi at ScholarWorks at University of Montana. It has been accepted for inclusion in Syllabi by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact scholarworks@mso.umt.edu.

Language and Culture

LING 473/573

The University of Montana

Spring 2018

Instructor: Leora Bar-el

SYLLABUS

Languages, with their complex implications for identity, communication, social integration, education and development, are of strategic importance for people and the planet. There is growing awareness that languages play a vital role in development, not only in ensuring cultural diversity and intercultural dialogue, but also in attaining quality education for all and strengthening cooperation, in building inclusive knowledge societies and preserving cultural heritage, and in mobilizing political will for applying the benefits of science and technology to sustainable development. – UNESCO.org

Instructor information

✉ <leora.bar-el@umontana.edu>

📍 Social Science Building, Room 210

☎ To reach me by phone, you can leave a message in the Anthropology main office 406-243-2693

Office hours: Mondays 2pm-3:30pm and Wednesdays 10:30am-12pm, or by appointment

Course meeting times and venue

Tuesdays and Thursdays

11:00am-12:20pm

GBB L13

Course description

This course focuses on the relationship between language and culture and how this interaction is studied by linguists and anthropologists. We begin our course with some background discussion of the field of anthropological linguistics and an overview of linguistic diversity. We explore the universalist and relativist approaches to language and culture by investigating a variety of lexical and grammatical categories. We examine the ethnography of communication and a variety of culturally-specific aspects of language use. Towards the end of the course we briefly touch on the study of language socialization and change. Throughout our course, we will investigate data from languages across the world and explore some of the methodological issues in the study of language and culture.

Prerequisites, Co-convening, Advanced Writing

LING 470 is a prerequisite for this course. LING 573 co-convenes with LING 473 (see further information below on graduate student requirements). LING 473/573 is an Advanced Writing course. This course satisfies the General Education Advanced Writing requirement for students pursuing the Major in Anthropology.

Moodle

This course has an [online supplement Moodle site: http://umonline.umt.edu/](http://umonline.umt.edu/) (click on Moodle NetID Login). Readings, slides, assignments, and additional resources will be posted there. You will also upload your assessed work to Moodle. 'Links to Tech Support are available at the login page and below. Please inform me if you have any problems ' accessing our course Moodle site. '

Technical Support

UMOnline: 406-243-4999 or toll-free 866-225-1641

[UMOnline student support website: http://umonline.umt.edu/studentsupport](http://umonline.umt.edu/studentsupport)

[UMOnline technical support e-mail address: umonline-help@umontana.edu](mailto:umonline-help@umontana.edu)

IT Central: 406-243-4357

[IT Central support website: http://umt.edu/it/support/](http://umt.edu/it/support/)

[IT Central support e-mail address: italk@umontana.edu](mailto:italk@umontana.edu)

Course Structure

Class meetings will include discussions based on the readings, activities that explore the weekly topics, student presentations, and other linguistic training. Throughout the course we will be **reading** and **discussing** book chapters and articles on a variety of topics related to the study of language and culture. The readings will be available from our course Moodle site (see schedule and reading list below). You are required to submit **five article summaries** over the course of the semester, which you can choose from a subset of the assigned readings (see details below). Throughout the course you will complete several **short assignments** based on the readings, which may include preparing discussion questions, answering questions, drafting research questions, collecting data, leading discussion, etc. These may also include short assignments related to your research project. Over the course of the semester you will develop and write a **research paper**. You will (i) submit a first draft of your **proposal**, (ii) receive feedback on that draft and submit a **revised second draft** of your proposal, (iii) give an in-class **presentation** of your research, (iv) optionally submit a **draft** of your paper for feedback, (v) **submit** your final research paper (see details and due dates below).

Learning Outcomes

Upon successful completion of this course, you will:

- (a) Be familiar with some of the issues central to the study of the intersection of language and culture
- (b) Understand the data and methodologies that linguists and anthropologists use to explore these research areas
- (c) Be able to critically read, summarize and discuss claims and arguments from primarily linguistic literature
- (d) Be able to develop and write a linguistic research paper
- (e) Be able to give a presentation of your own linguistic research

Assessment (undergraduate)

Participation	10%
Short reading assignments	20%
Ethics assessment	5%
Article summaries (5 x 5% each)	25%
Research proposal (1 st draft)	5%
Research proposal (2 nd draft)	5%
Research presentation	10%
Research paper	20%

- **Participation** includes attendance, contributions to in-class discussions and activities, questionnaires/feedback surveys, etc. Being absent or late to class will result in deductions to your participation grade.
- **Short reading assignments:** Throughout the course you will complete several small assignments primarily based on the readings, which may include preparing discussion questions, answering questions based on the readings, drafting research questions, collecting data, leading discussions, etc. Some of these assignments may also be related to your research projects. Some assignments may be completed/due in class and others may be uploaded to Moodle before class. Details for each short assignment will be made available in class/on Moodle.
- **Ethics assessment:** You will complete Sections 1, 2, and 6 of the UM Online Research Ethics Course (Option 3): https://ori.hhs.gov/education/products/montana_round1/research_ethics.html, an Institutional Review Board (IRB) requirement for research conducted with human subjects: <http://www.umd.edu/research/compliance/IRB/hspcourse.php>. Copies of your assessment certificates (available electronically upon successful completion of the course) must be uploaded to Moodle. If you already have ethics certificates dated within the last 3 years, you have two options: (i) retake the ethics course and submit your new certificates, or (ii) submit your older certificates and complete a short (1-page, single-spaced) assignment. Further information will be provided.
- **Article summaries:** You are required to submit **five** article summaries over the course of the semester. You can choose from the articles marked with an asterisk in the scheduled below. Summaries must be uploaded to Moodle by 11am MST on the day that the article is scheduled to be discussed in class. You may want to bring a copy of your summary to class to refer to during our in-class discussion of the article. Further information will be made available during our in-class workshop on **Thursday February 8**. In preparation for this workshop, you are required to write a draft summary of Stanlaw (1997) and bring a copy of your summary to class. You will not submit this draft summary, but your draft will be reviewed by fellow classmates and will form the basis of discussion.

- **Research proposal:** Your proposal is in three phases – you will bring in 3 possible research **topics** to class on **Thursday February 22**. You will upload a **first draft** of your research proposal to Moodle by **11am on Thursday March 8**. I will provide you with feedback on your proposal and then you will revise and expand your proposal and upload a second draft of your proposal to Moodle by **11am MST on Thursday March 22**. Further information will be made available in our in-class workshop on developing a research proposal.
- **Research presentations** will take place in the **last two weeks of classes**. A presentation schedule will be made available later in the term. Prior to that we will have an in-class workshop on presenting your research.
- **Optional paper draft:** you have the option of uploading a draft of your paper to Moodle by **11am MST on Tuesday April 10**. Students who choose to do so will receive feedback from me on their draft.
- **Research papers** must be uploaded to Moodle by **9am on Tuesday May 8**. Further information will be made available in our in-class workshop on writing research papers.

Plagiarism is an offence and is not tolerated. You are welcome (and encouraged) to discuss readings, research papers, etc. together with classmates, but you **must** write up your work **on your own**.

Assessment (graduate)

Participation	10%
Short reading assignments	20%
Leading discussion	5%
Article summaries (5 x 5% each)	25%
Research proposal (1 st draft)	5%
Research proposal (2 nd draft)	5%
Research presentation	10%
Research paper and abstract	20%

In addition to the undergraduate assessment items listed above, graduate students taking this course are also required to (i) lead/facilitate discussion of one of the assigned articles, and (ii) write a conference-style abstract of your research paper. Graduate student research papers will also have longer page requirements and are expected to be of a more advanced nature. Graduate students are required to complete the ethics assessment, credit for which will be included in the short reading assignments grade. Further information will be made available later in the term.

Grading criteria

A	93-100%	B+	87-89%	C+	77-79%	D+	67-69%	F	Below 60%
A-	90-92%	B	83-86%	C	73-76%	D	63-66%		
		B-	80-82%	C-	70-72%	D-	60-62%		

Readings

- Throughout the course we will be reading book chapters and articles on a number of topics. Readings will be posted in the weekly sections of our course Moodle site. See below for the list of readings and the schedule. Additional readings may be assigned throughout the semester.

Other resources

- Other resources and relevant material may be introduced in class and posted on Moodle where appropriate. You are welcome to speak with me about materials to consult for your research projects and for further reading.
- When you come across resources that you think the class would benefit from, please let me know and I will post them on Moodle when possible. If there are any books that you would like me to put on reserve at the Mansfield library, please let me know.
- If the library does not own a resource that you are looking for, you can request it through [Interlibrary Loan](http://www.lib.umt.edu/about/departments/ill) (ILL): <http://www.lib.umt.edu/about/departments/ill>; see also <http://www.lib.umt.edu/research-find> for further information.

UM Writing and Public Speaking Center

The University of Montana Writing and Public Speaking Center offers students in all disciplines free support as they write or prepare presentations for any course. Welcoming all students, The Writing Center provides a learning environment where students can engage in supportive conversations about their work and receive feedback at any point during their process. To make an appointment and learn more about The Writing and Public Speaking Center, visit www.umt.edu/writingcenter or call 243-2266.

Course Policies and Procedures

- **Attendance:** You are expected to attend every class and be an active participant. If you miss a class, inform me by e-mail as early as possible and contact a classmate to catch up on what you missed. An attendance sign-in sheet will be circulated in each class. It is **your** responsibility to make sure that you sign the sheet so that you are registered as being in class. Unexcused absences will result in a deduction to your participation grade.
- **Respect your classmates:** Arrive to class on time. You are responsible for all material covered, including announcements, questions/answers, etc., that may occur at the beginning of class. If you are late, please be courteous to your fellow classmates and me – avoid being disruptive. If you anticipate being late to class regularly (e.g., due to a work schedule, a class on the other side of campus, etc.), inform me as soon as possible. Unexcused tardiness will result in a deduction to your participation grade.
- **Student Conduct Code:** You are expected to be familiar with the *University of Montana Student Conduct Code*, which is downloadable from the [Dean of Students webpage](http://www.umt.edu/vpesa/Dean%20of%20Students/): <http://www.umt.edu/vpesa/Dean%20of%20Students/>. You are also expected to be familiar with the University of Montana Academic Policies and Procedures: [Academic Policies and Procedures webpage](http://catalog.umt.edu/academics/policies-procedures/): <http://catalog.umt.edu/academics/policies-procedures/>.
- **E-mail:** Course information will be circulated by e-mail to your UM e-mail address (usually via Moodle, but in some cases, directly to your individual e-mail address). Make sure that you check that e-mail account often. **You are responsible for ensuring that you are able to receive any course information circulated by e-mail.**
- **Course Accommodations Statement (DSS):** The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students. If you think you may have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or by calling 406-243-2243 for assistance in developing a plan to address program modifications. If you are already working with Disability Services your responsibilities are to contact me to discuss reasonable and appropriate modifications that may be necessary. I will work with you and Disability Services to provide a reasonable and appropriate modification. For more information, visit the [Disability Services for Students](http://www.umt.edu/dss/) website at <http://www.umt.edu/dss/>.
- **Technical requirements:** Using the Moodle learning environment requires your computer to be set up to view and download documents, webpages, etc. More information can be found on the [UMOnline student support website](http://umonline.umt.edu/studentsupport): <http://umonline.umt.edu/studentsupport>. Contact UMOOnline for assistance: 406-243-4999; [UMOnline technical support e-mail address: umonline-help@umontana.edu](mailto:umonline-help@umontana.edu). If you are new to the Moodle Learning Environment, please visit [UMOnline http://umonline.umt.edu/](http://umonline.umt.edu/), follow the **Moodle NedID Login** link, and once you have logged in, click on the **Moodle 101 for Students** (under Useful Links).
- **Submitting Assessed Work:** Assessed work should be uploaded to the relevant section on Moodle as either .pdf or .docx files. Files should be named with your last name and an appropriate assessment category (e.g., "Smith Prop2"). It is your responsibility to ensure that your submitted work is uploaded to Moodle by the deadline. Feedback on your work will be inserted into your submitted files and uploaded to Moodle.

Proposed Schedule (subject to change)

Week	Day	Date	Topic	Readings*	Deadlines**
PART I: INTRODUCTION; LINGUISTIC DIVERSITY					
1	Tues	Jan. 23	Introduction and overview		
	Thurs	Jan. 25	Anthropological linguistics: an overview of the field	Duranti 1997 [CH 1]	Questionnaire due
2	Tues	Jan. 30	Linguistic diversity	Mithun 2004; Pullum 1991 Additional background: Anderson 2012 [CH 2, 5]	
PART II: UNIVERSALISM AND RELATIVISM					
2	Thurs	Feb. 1	Universalism and relativism: an overview	Lucy 2004 Additional background: Whorf 1939a, 1939b	

3	Tues	Feb. 6	Color terms	Foley 1997 [Ch. 7] Additional background: Berlin & Kay 1991	
	Thurs	Feb. 8	Color terms (cont'd) <i>Workshop</i> : writing summaries	Stanlaw 1997	Draft Stanlaw summaries due
4	Tues	Feb. 13	TBA	TBA	
	Thurs	Feb. 15	Spatial relations	Bowerman & Choi 2003*; Levinson 1997*	Bowerman & Choi summaries due; Levinson summaries due
5	Tues	Feb. 20	Temporal relations	Bohnenmeyer 2000*; Boroditsky 2001*	Bohnenmeyer summaries due; Boroditsky summaries due
	Thurs	Feb. 22	<i>Workshop</i> : Developing a research proposal		Bring three possible research topics to class
6	Tues	Feb. 27	Noun classifications	Imai & Gentner 1997*; Boroditsky et al. 2003*	Imai & Gentner summaries due; Boroditsky et al. summaries due
	Thurs	Mar. 1	Linguistic relativity: the debate continues	McWhorter 2014/TBA	
PART III: ETHNOGRAPHY OF COMMUNICATION					
7	Tues	Mar. 6	Ethnography of communication: an overview	Foley 1997 [Ch. 13]	
	Thurs	Mar. 8	Speech communities; identity & ideologies	Morgan 2004; Irvine & Gal 2000*	Research proposals draft 1 due
8	Tues	Mar. 13	TBA	TBA	
	Thurs	Mar. 15	Politeness and face	Brown & Levinson 1999; Brown 2015; Additional background: Foley 1997 [Ch. 14]	
9	Tues	Mar. 20	Politeness (cont'd)	Matsumoto 1988*; Fukada & Asato 2004*	Matsumoto summaries due; Fukada & Asato 2004 summaries due
	Thurs	Mar. 22	TBA	TBA	Research proposals draft 2 due
10	Tues	Mar. 27	Spring Break- No Class		
	Thurs	Mar. 29	Spring Break- No Class		
PART IV: SOCIALIZATION AND CHANGE					
11	Tues	Apr. 3	<i>Workshop</i> : Writing a research paper		
	Thurs	Apr. 5	Language socialization	Kulick & Schiefflin 2004	
12	Tues	Apr. 10	<i>Workshop</i> : Giving a research presentation		Optional: research paper draft due
	Thurs	Apr. 12	Socialization and change	Garrett 2005*/TBA*	Garrett summaries due
PART V: REMAINING QUESTIONS; LOOKING AHEAD					
13	Tues	Apr. 17	TBA	TBA	
	Thurs	Apr. 19	TBA	TBA	

14	Tues	Apr. 24	Student presentations		Schedule TBA
	Thurs	Apr. 26	Student presentations		Schedule TBA
15	Tues	May 1	Student presentations		Schedule TBA
	Thurs	May 3	Student presentations; Course wrap-up		Schedule TBA; Final papers due by 9am Tuesday May 8

* Articles for summaries must be chosen from those in the Readings column that appear with an asterisk (*). Reminder: You are required to submit **five** article summaries over the course of the semester. '

** Unless otherwise noted, assessed work must be uploaded to Moodle by 11am MST (before class) on the day it is due. '

Readings list (additional readings may be assigned during the semester)

- Anderson, Stephen R. 2012. *Languages: A Very Short Introduction*. Oxford: Oxford University Press.
- Berlin, Brent, and Paul Lay. 1991. *Basic Color Terms: Their Universality and Evolution*. Berkeley: University of California Press.
- *Bohnenmeyer, Jürgen. 2000. Event Order in Language and Cognition. *Linguistics in the Netherlands 2000*, AVT Publications Volume 17: 1-16.
- *Boroditsky, Lera. 2001. Does Language Shape Thought?: Mandarin and English Speakers' Conceptions of Time. *Cognitive Psychology* 43:1-22.
- *Boroditsky, Lera, Lauren A Schmidt and Webb Phillips. 2003. Sex, syntax and semantics. In D. Gentner & S. Goldin-Meadow (eds.). *Language in Mind*. MIT Press. 61-80.
- *Bowerman, Melissa and Soonja Choi. 2003. Space under construction: Spatial categorization in first language acquisition. In D. Gentner & S. Goldin-Meadow (eds.). *Language in Mind*. MIT Press. 387-427.
- Brown, Penelope. 2015. Politeness and Language. *International Encyclopedia of the Social & Behavioral Sciences*, 2nd edition, Volume 18. 326-330.
- Brown, Penelope and Stephen C. Levinson. 1999. Politeness: Some Universals in Language Usage. In Adam Jaworski and Nikolas Coupland (eds.), *The Discourse Reader*. Routledge. 321-335.
- Duranti, Alessandro. 1997. *Linguistic Anthropology*. Cambridge University Press. 1-22.
- Foley, William A. 1997. *Anthropological Linguistics: An Introduction*. Blackwell.
- *Fukada, Atsushi and Noriko Asato. 2004. Universal politeness theory: application to the use of Japanese honorifics. *Journal of Pragmatics* 36: 1991-2002.
- *Garrett, Paul. 2005. What a language is good for: Language socialization, language shift, and the persistence of code-specific genres in St. Lucia. *Language in Society* 34: 327-361.
- *Imai, Matsumi and Dedre Gentner. 1997. A cross-linguistic study of early word meaning: universal ontology and linguistic influence. *Cognition* 62:169-200.
- *Irvine, Judith T, and Susan gal. 2000. Language Ideology and Linguistic Differentiation. In P. V. Kroskrity, (ed.), *Regimes of language: Ideologies, politics, and identities*. Santa Fe: School of American Research Press, 35-84.
- Kulick, Don and Babmi B Schiefflin. 2004. Language socialization (Chapter 15). In A Duranti (ed) *A Companion to Linguistic Anthropology*. Blackwell. 249-268.
- *Levinson, Stephen. 1997. Language and cognition: The cognitive consequences of spatial description in Guugu Yimithirr. *Journal of Linguistic Anthropology*, 7(1): 98-131.
- Lucy, John 2004. Language, culture, and mind in comparative perspective. In M. Achard and S. Kemmer (eds.), *Language, Culture, and Mind*. Stanford, CA: Center for the Study of Language and Information Publications. 1-21.
- *Matsumoto, Yoshiko. 1988. Reexamination of the Universality of Face: Politeness Phenomena in Japanese. *Journal of Pragmatics* 12: 403-426.
- McWhorter, John H. *The Language Hoax: Why the World Looks the Same in Any Language*. Oxford University Press.
- Mithun Marianne. 2004. The Value of Linguistic Diversity: Viewing Other Worlds through North American Indian Languages. In A. Duranti (ed.) *A Companion to Linguistic Anthropology*. Blackwell. 121-140.
- Morgan, Marcyliena. 2004. Speech communities. In A. Duranti (ed.) *A Companion to Linguistic Anthropology*. Blackwell. 3-22
- Pullum, Geoffrey. 1991. The great Eskimo vocabulary hoax. In *The Great Eskimo Vocabulary Hoax and Other Irreverent Essays on the Study of Language*. Chicago: University of Chicago Press. p. 159-171.
- Stanlaw, James. 1997. Two observations on culture contact and the Japanese color nomenclature system. In *Color Categories in Thought and Language*. CL Hardin and Louisa Maffi (eds.). Cambridge University Press. 241-259.
- Whorf, Benjamin Lee. 1939a. Science and Linguistics. In *Language, Thought, and Reality*, John B. Carroll (ed.). Cambridge, MA: MIT Press, 1956. 207-219.
- Whorf, Benjamin Lee. 1939b. The Relation of Habitual Thought and Behavior to Language. In *Language, Thought, and Reality*, John B. Carroll (ed.). Cambridge, MA: MIT Press, 1956. 134-159.

This syllabus is subject to change